1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. **Course Staff and Contact Details**

**Course Convenor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Debra Aarons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>MB 250</td>
</tr>
<tr>
<td>Phone</td>
<td>9385-3468 (use e-mail)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:d.aarons@unsw.edu.au">d.aarons@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 3.30–5.00 pm or by appointment</td>
</tr>
</tbody>
</table>

2. **Course Details**

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This course is designed for students with an interest in intercultural interaction, including communication among people from different languages and cultures in varying contexts. The course content includes the basic concepts of linguistic and non-linguistic realisations of culture, as well as an understanding of how these play out in the case of social, political, and religious contexts, intra-culturally and inter-culturally. Issues of power, distance and difference are seen as crucial notions in contexts of linguistic interaction. Interaction is viewed as management of communication, including negotiation, conflict and power relations. The course involves students in interactive scenarios, reflective activities, and working towards analytic conclusions.</td>
</tr>
<tr>
<td><strong>Course Aims</strong></td>
<td>1. To increase students' awareness of and sensitivity to difference and sameness, particularly in relation to multicultural and multilingual environments.</td>
</tr>
<tr>
<td></td>
<td>2. To highlight the importance and seriousness of inter-cultural approaches to interaction in a globalised world.</td>
</tr>
<tr>
<td></td>
<td>3. To focus on the role that power, social distance, economics and values play in inter-cultural interactions.</td>
</tr>
<tr>
<td></td>
<td>4. To focus on the role that power, social distance, economics and values play in inter-cultural interactions.</td>
</tr>
<tr>
<td></td>
<td>5. To explore the issues of identity, religion, nationalism and ethnicity in people's conceptions of themselves and others.</td>
</tr>
<tr>
<td></td>
<td>6. To focus on the role that power, social distance, economics and values play in inter-cultural interactions.</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td>1. Describe and explain the most crucial issues involved in the interaction of people from different cultural backgrounds.</td>
</tr>
<tr>
<td></td>
<td>2. Apply context-sensitive analysis to interactions in multicultural and multilingual environments.</td>
</tr>
<tr>
<td></td>
<td>3. Question the issues of identity, religion, nationalism and ethnicity in people's conceptions of themselves and others.</td>
</tr>
<tr>
<td></td>
<td>4. Examine the role that power, social distance, economics and values play in inter-cultural interactions.</td>
</tr>
<tr>
<td></td>
<td>5. Analyse specific intercultural interactions from the position of understanding and managing rapport, conflict, negotiation and difference.</td>
</tr>
<tr>
<td><strong>Graduate Attributes</strong></td>
<td>1. The skills involved in scholarly inquiry in Linguistics.</td>
</tr>
<tr>
<td></td>
<td>3. The capacity for analytical and critical thinking and for creative problem-solving in Linguistics.</td>
</tr>
<tr>
<td></td>
<td>4. The ability to engage in independent and reflective learning in Linguistics.</td>
</tr>
<tr>
<td></td>
<td>5. Information Literacy in Linguistics.</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

Inter-cultural interaction is a field of study relevant to any contexts which involve interaction among people of different cultural and language groups. With the increase of globalisation, inter-cultural interaction is the norm in professional, academic, industrial and social contexts. The course content includes the basic concepts of linguistic and non-linguistic realisations of culture, as well as an understanding of how these play out in the case of social, political, and religious context, intra-culturally and inter-culturally. Issues of power, distance and difference are seen as crucial notions in contexts of linguistic interaction. Interaction is viewed as management of communication, including negotiation, conflict and power relations. Students with a diverse range of interests, including languages, linguistics, media and communication and international relations are eligible to take the course, which involves interactive scenarios, reflection, and then reaching analytic conclusions.

4. Teaching Strategies

1. Interactive lecture format for part of each class—to present the relevant academic concepts and explain their mutual interaction in the framework adopted in the course.

2. Collaborative scenario engagement, then reflection activities, then drawing analytic conclusion—to provide students with experiential learning opportunities, thus enabling them to reflect on the particular issues in each scenario, consequently enabling them to draw together these ideas with the main conceptual apparatus of the course.

3. Group discussion—participants share their experiences and ideas with others

4. Analytic application in oral and written activities—students apply the concepts they have learned to other contexts.

5. Feedback provided in writing by the lecturer—students learn from interactive evaluation

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>25</td>
<td>2.4</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5</td>
<td>13th April</td>
</tr>
<tr>
<td>Problem set</td>
<td>30</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5</td>
<td>5th June</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>20</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5</td>
<td>ongoing</td>
<td></td>
</tr>
<tr>
<td>In-class test</td>
<td>25</td>
<td>1,2</td>
<td>1,2,3,4,5</td>
<td>18th May</td>
<td></td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:
• A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.

• A request for an extension should be submitted before the due time/date for the assessment task.

• The Course Authority should respond to the request within two working days of the request.

• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.

• The Course Authority advises their decision through the online extension tool.

• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

### 7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without
failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
## 10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 2
| 2nd March       | Introduction | Martin & Nakayama ch. 1; Bowe, Martin & Manns, ch.1; Spencer-Oatey & Franklin ch.3 |
| 9
| 9th March       | Culture      | Martin & Nakayama ch. 3; Bowe, Martin & Manns, ch.1 & 2; Spencer-Oatey & Franklin ch.2 |
| 16
| 16th March      | Communication | Martin & Nakayama ch. 3; Spencer-Oatey & Franklin ch. 4; Bowe, Martin & Manns, ch.2, 3 & 4. |
| 23
| 23rd March      | Context      | Martin & Nakayama ch. 3; Spencer-Oatey & Franklin ch. 5; Bowe, Martin & Manns, ch.5 |
| 30
| 30th March      | Power        | Martin & Nakayama ch. 3; Spencer-Oatey & Franklin ch. 5 & 6; Bowe, Martin & Manns, ch.6 & 7 |

***********************BREAK******************************

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 13
| 13th April      | History of I/C | Martin & Nakayama ch. 2; Spencer-Oatey & Franklin ch. 3                  |
| 20
| 20th April      | Identity      | Martin & Nakayama ch. 5; Spencer-Oatey & Franklin ch.7                  |
| 27
| 27th April      | Language      | Martin & Nakayama ch. 6; Spencer-Oatey & Franklin ch.3, 4, 5 Bowe, Martin & Manns ch.1-7 |
| 4
| 4th May         | I/C Relationship | Martin & Nakayama ch. 10; Spencer-Oatey & Franklin ch.5; Bowe, Martin & Manns, ch.11 |
| 11
| 11th May        | I/C Conflict  | Martin & Nakayama ch. 11; Spencer-Oatey & Franklin ch.6; Bowe, Martin & Manns, ch.10 |
| 18
| 18th May        | In-class TEST |                                                                         |
| 25
| 25th May        | Non-verbal Communication | Martin & Nakayama, ch.7                                                   |

NOTE: Tutorial Exercises will be handed out in Week 1. Presentations will take place during tutorials.
Other readings may be recommended as the course proceeds.

## 11. Course Resources

<table>
<thead>
<tr>
<th>Textbook Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Interaction–A multidisciplinary perspective</td>
</tr>
<tr>
<td><strong>Author</strong></td>
</tr>
<tr>
<td><strong>Year Published</strong></td>
</tr>
<tr>
<td><strong>Edition</strong></td>
</tr>
<tr>
<td><strong>Publisher</strong></td>
</tr>
<tr>
<td><strong>Additional Details</strong></td>
</tr>
</tbody>
</table>
**Intercultural Communication in Contexts**

**Author**  
Martin, J., and Nakayama, T.

**ISBN**  
978-0-07-338512-9

**Year Published**  
2010

**Edition**  
5th

**Publisher**  
MacGraw Hill, Higher Education

**Communication Across Cultures**

**Author**  
Bowe, H., Martin, K. & Manns, H.

**ISBN**  
978-1-107-68514-7

**Year Published**  
2014

**Edition**  
2nd

**Publisher**  
Cambridge University Press, Melbourne

**Additional Readings**

**Communication between Cultures**

**Author**  
Samovar, L., Porter, R., McDaniel, E.

**ISBN**  
0-495-56744-2

**Year Published**  
2010

**Edition**  
7th

**Publisher**  
Wadsworth, Cengage

**Websites**

There are many that have no academic credibility and there is a lot of junk. We will discuss ways of selecting respectable websites.

### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:  
[http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:
https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.